



## Seaside Elementary

1605 Woodland Drive Ext.  
Garden City, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	720 Students	
<b>Principal</b>	Elizabeth S. Selander	843-650-3490
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

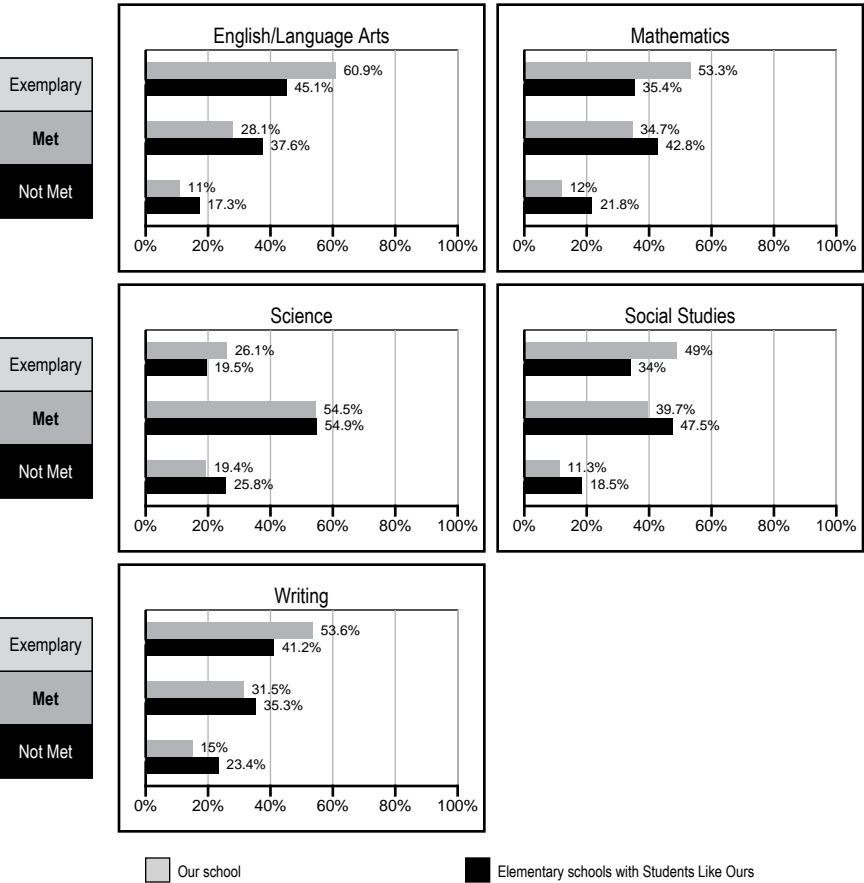
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
18	34	37	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=720)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.3%	1.6%	1.9%
Attendance rate	95.6%	Down from 96.1%	96.4%	96.3%
Eligible for gifted and talented	26.3%	Down from 28.1%	15.2%	10.0%
With disabilities other than speech	9.9%	Down from 10.9%	7.2%	7.7%
Older than usual for grade	0.3%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	60.4%	Up from 51.0%	61.3%	59.4%
Continuing contract teachers	93.8%	Up from 90.2%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 93.0%	88.7%	85.9%
Teacher attendance rate	93.5%	Down from 93.8%	95.1%	95.1%
Average teacher salary*	\$51,313	Up 5.3%	\$48,386	\$47,149
Professional development days/teacher	17.9 days	Up from 14.6 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.5 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 89.5%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	14.3%	Up from 13.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,008	Up 7.0%	\$6,985	\$7,458
Percent of expenditures for instruction**	70.5%	Down from 72.5%	68.9%	68.8%
Percent of expenditures for teacher salaries**	50.8%	Down from 65.7%	61.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The students and staff of Seaside Elementary celebrated a successful year of learning. We experienced success as we advanced the academic levels of our students and will continue to raise the bar to meet the needs of all our students. Recognitions include the Silver Award for making Adequate Yearly Progress and recognition by the Education Oversight Committee with the Gold Award for “Closing the Gap” for historically underperforming students. With the support of our PTO, community volunteers, and local business partners, we provided direct assistance to students before, during, and after school. To support improved phonemic awareness and decoding skills, extra daily instructional small group opportunities were provided for K-2 students. Technology programs such as My Reading Web, Headsprout, Raz-Kids, and Larson’s Math were used for remediation and review. Pre-Algebra and Math Olympiad were offered to selected fifth grade students. To enhance students’ understanding of community and school interactions, all classes were involved in Junior Achievement. Sixty-five fifth grade students participated in our Junior Lifeguard Program. Students also took part in service-learning projects including the Family Fun Run, Relay for Life, and Jump Rope for Heart. Other ways that our students give back to our community are through Beach Sweep, collecting items to support Red Cross programs, and entertaining residents of retirement homes. Parents and community volunteers support our school programs in numerous ways. Activities included reading buddies, mentors, preparing materials for small group activities, organizing and maintaining the literacy rooms, completing certificates for recognition programs, baking goodies for teachers, and taking classes to lunch. Our School Improvement Council sponsored an annual clean-up day which allowed parents, businesses, and students the opportunity to work together to beautify the campus. Staff development opportunities included brain research, random sampling, brain gyms, engagement and rigor, Imagine It!, and workstation training. Grade-level teams met weekly to exchange ideas, plan instructional programs, and review data to increase student learning. Beth Selander, Principal; Jessica Tew, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	100	51
Percent satisfied with learning environment	91.8%	79.0%	92.2%
Percent satisfied with social and physical environment	100.0%	87.0%	96.1%
Percent satisfied with school-home relations	93.9%	85.9%	94.0%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	352	100	10.6	28.6	60.9	94.4	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	168	100	13.4	29.9	56.7	91.7	83.4	79.3	N/A	N/A
Female	184	100	7.9	27.3	64.8	97	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	325	100	10	29.3	60.7	95.3	91	89.5	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	74.8	73.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	66	100	37.3	28.8	33.9	83.1	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	135	100	15.2	29.5	55.4	91.1	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	352	99.7	11.8	35.4	52.8	91	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	168	99.4	12.1	38.9	49	90.4	81.9	77	N/A	N/A
Female	184	100	11.5	32.1	56.4	91.5	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	325	99.7	10.7	36	53.3	92	89.2	87.2	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	68	66.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	66	98.5	33.9	40.7	25.4	74.6	53.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	135	99.3	17	36.6	46.4	84.8	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	228	100	18.5	55	26.5	81.5	73.1	67.5
<b>Gender</b>								
Male	111	100	19.2	51.9	28.8	80.8	72.2	67
Female	117	100	17.8	57.9	24.3	82.2	73.9	68
<b>Racial/Ethnic Group</b>								
White	211	100	17.3	55.8	26.9	82.7	80.8	79.5
African American	5	I/S	I/S	I/S	I/S	I/S	51.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
<b>Disability Status</b>								
Disabled	41	100	42.9	45.7	11.4	57.1	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	84	100	29.2	50	20.8	70.8	64.3	55.1

**Social Studies**

All Students	228	100	11.4	40	48.6	88.6	76.4	72.3
<b>Gender</b>								
Male	107	100	10.8	38.2	51	89.2	75.6	71.5
Female	121	100	12	41.7	46.3	88	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	210	100	11.3	40.2	48.5	88.7	82.4	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	59.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
<b>Disability Status</b>								
Disabled	47	100	31.1	40	28.9	68.9	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	91	100	16.9	41.6	41.6	83.1	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	352	97.4	14.7	31.6	53.8	85.3	76.3	70.2	95.6	96
Gender										
Male	169	95.9	22.7	36.4	40.9	77.3	69.4	63.2	95.4	96
Female	183	98.9	7.2	27.1	65.7	92.8	83.3	77.5	95.7	96.1
Racial/Ethnic Group										
White	325	98.2	14	31.7	54.3	86	82.4	79.1	95.6	95.7
African American	10	I/S	I/S	I/S	I/S	I/S	59.4	57.6	94	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.1	86.2	96.5	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	67.7	62.6	96.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	94.9	95.4
Disability Status										
Disabled	65	89.2	45.3	28.3	26.4	54.7	34.2	26.1	95.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	64.6	61.2	97.3	97.1
Socio-Economic Status										
Subsidized meals	134	97	22.1	32.7	45.1	77.9	68.2	58.9	94.8	95.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	130	100	12.6	22.7	64.7	87.4
	4	106	100	11.9	28.7	59.4	88.1
	5	116	100	6.9	35.3	57.8	93.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	130	100	18.5	37.8	43.7	81.5
	4	106	100	4	32.7	63.4	96
	5	116	99.1	11.8	35.3	52.9	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	66	100	30.5	44.1	25.4	69.5
	4	104	100	14.1	57.6	28.3	85.9
	5	58	100	13.2	62.3	24.5	86.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	64	100	18.3	46.7	35	81.7
	4	106	100	7.9	37.6	54.5	92.1
	5	58	100	10.2	36.7	53.1	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	131	97	17.8	29.7	52.5	82.2
	4	108	96.3	10.1	30.3	59.6	89.9
	5	113	99.1	15.5	35	49.5	84.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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